

## The Children's School at Sylvia Circle

929 Sylvia Circle  
Rock Hill, South Carolina 29730

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	321 Students	
<b>Principal</b>	unknown	803-981-1380
<b>Superintendent</b>	Dr. Randy Bridges	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	43	23	2	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Good	Yes
<b>2006</b>	Below Average	Unsatisfactory	No

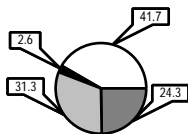
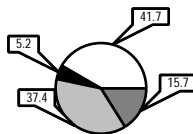
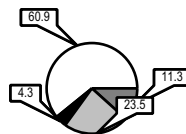
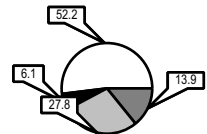
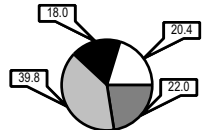
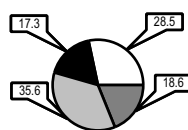
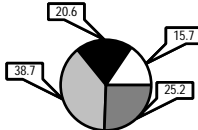
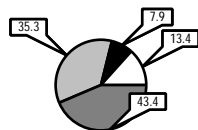
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	122	100.0	41.7	31.3	24.3	2.6	36.5	Yes	Yes
<b>Gender</b>									
Male	62	100.0	45.0	26.7	26.7	1.7	40.0	N/A	N/A
Female	60	100.0	38.2	36.4	21.8	3.6	32.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	38	100.0	18.9	27.0	48.6	5.4	62.2	I/S	I/S
African American	83	100.0	51.9	33.8	13.0	1.3	24.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	98	100.0	34.8	32.6	29.3	3.3	44.6	N/A	N/A
Disabled	24	100.0	69.6	26.1	4.3	0.0	4.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	122	100.0	41.7	31.3	24.3	2.6	36.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	100.0	41.2	31.6	24.6	2.6	36.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	74	100.0	55.9	32.4	11.8	0.0	19.1	No	Yes
Full-pay meals	48	100.0	21.3	29.8	42.6	6.4	61.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	122	99.2	41.2	37.7	15.8	5.3	28.1	Yes	Yes
<b>Gender</b>									
Male	62	98.4	33.9	39.0	20.3	6.8	35.6	N/A	N/A
Female	60	100.0	49.1	36.4	10.9	3.6	20.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	38	97.4	13.9	41.7	30.6	13.9	58.3	I/S	I/S
African American	83	100.0	54.5	35.1	9.1	1.3	14.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	98	99.0	36.3	37.4	19.8	6.6	34.1	N/A	N/A
Disabled	24	100.0	60.9	39.1	0.0	0.0	4.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	122	99.2	41.2	37.7	15.8	5.3	28.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	99.2	41.6	37.2	15.9	5.3	28.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	74	98.6	53.7	40.3	6.0	0.0	10.4	No	Yes
Full-pay meals	48	100.0	23.4	34.0	29.8	12.8	53.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	122	100.0	60.9	23.5	11.3	4.3	15.7
<b>Gender</b>							
Male	62	100.0	55.0	26.7	10.0	8.3	18.3
Female	60	100.0	67.3	20.0	12.7	0.0	12.7
<b>Racial/Ethnic Group</b>							
White	38	100.0	27.0	37.8	24.3	10.8	35.1
African American	83	100.0	76.6	16.9	5.2	1.3	6.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	98	100.0	55.4	25.0	14.1	5.4	19.6
Disabled	24	100.0	82.6	17.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	122	100.0	60.9	23.5	11.3	4.3	15.7
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	100.0	60.5	23.7	11.4	4.4	15.8
<b>Socio-Economic Status</b>							
Subsidized meals	74	100.0	72.1	25.0	1.5	1.5	2.9
Full-pay meals	48	100.0	44.7	21.3	25.5	8.5	34.0

<b>Social Studies</b>							
All Students	122	98.4	51.3	28.3	14.2	6.2	20.4
<b>Gender</b>							
Male	62	100.0	45.0	31.7	16.7	6.7	23.3
Female	60	96.7	58.5	24.5	11.3	5.7	17.0
<b>Racial/Ethnic Group</b>							
White	38	94.7	17.1	40.0	28.6	14.3	42.9
African American	83	100.0	66.2	23.4	7.8	2.6	10.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	98	98.0	46.7	27.8	17.8	7.8	25.6
Disabled	24	100.0	69.6	30.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	122	98.4	51.3	28.3	14.2	6.2	20.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	98.3	50.9	28.6	14.3	6.3	20.5
<b>Socio-Economic Status</b>							
Subsidized meals	74	98.6	68.7	22.4	7.5	1.5	9.0
Full-pay meals	48	97.9	26.1	37.0	23.9	13.0	37.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	45	100.0	15.9	34.1	45.5	4.5	50.0
	4	28	100.0	46.2	38.5	15.4	0.0	15.4
	5	23	100.0	34.8	56.5	8.7	0.0	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	45	100.0	27.9	34.9	32.6	4.7	37.2
	4	46	100.0	38.6	31.8	27.3	2.3	29.5
	5	31	100.0	67.9	25.0	7.1	0.0	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	45	100.0	20.5	54.5	22.7	2.3	25.0
	4	28	100.0	30.8	50.0	19.2	0.0	19.2
	5	23	100.0	17.4	69.6	13.0	0.0	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	45	100.0	37.2	44.2	16.3	2.3	18.6
	4	46	97.8	34.9	27.9	25.6	11.6	37.2
	5	31	100.0	57.1	42.9	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	45	100.0	40.9	34.1	13.6	11.4	25.0
	4	28	100.0	61.5	26.9	11.5	0.0	11.5
	5	23	100.0	78.3	13.0	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	45	100.0	55.8	25.6	16.3	2.3	18.6
	4	46	100.0	52.3	25.0	13.6	9.1	22.7
	5	31	100.0	82.1	17.9	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	45	100.0	4.5	52.3	27.3	15.9	43.2
	4	28	100.0	61.5	34.6	3.8	0.0	3.8
	5	23	100.0	60.9	30.4	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	45	97.8	40.5	33.3	16.7	9.5	26.2
	4	46	97.8	34.9	37.2	20.9	7.0	27.9
	5	31	100.0	92.9	7.1	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 321)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.0%	Up from 0.0%	2.1%	2.8%
Attendance rate	97.6%	No change	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.2%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.0%	0.4%	0.0%
Eligible for gifted and talented	3.2%	Up from 3.1%	17.4%	10.4%
On academic plans	0.0%	N/AV	25.8%	33.6%
On academic probation	0.0%	N/AV	0.7%	1.0%
With disabilities other than speech	5.7%	Up from 4.1%	7.2%	7.5%
Older than usual for grade	0.0%	No change	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.5%	0.0%	0.0%
<b>Teachers (n= 20)</b>				
Teachers with advanced degrees	40.0%	Up from 30.0%	56.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.5%	N/A	88.6%	87.3%
Teacher attendance rate	94.6%	Up from 94.3%	94.8%	94.9%
Average teacher salary	\$43,186	Up 4.7%	\$43,383	\$42,485
Prof. development days/teacher	27.0 days	Up from 26.0 days	11.9 days	13.3 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 15.9 to 1	20.0 to 1	18.6 to 1
Prime instructional time	90.7%	Up from 90.5%	90.2%	89.7%
Dollars spent per pupil*	\$5,809	Down 23.6%	\$5,924	\$6,557
Percent of expenditures for teacher salaries*	67.3%	Up from 56.1%	65.7%	64.0%
Percent of expenditures for instruction*	N/A		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The School Improvement Council of The Children's School at Sylvia Circle has prepared this summary report for the school's accomplishments for the 2005-06 school year and the priorities for the 2006-07 school year. The Children's School was honored by the state department as a Palmetto Silver school for academic achievement. We also were named a Flagship School of Promise by SCASA. To improve student achievement on PACT, homework clubs met daily and/or weekly after school. In addition, students were leveled in reading and math and taught at their academic levels. Multi-age instruction was utilized in grades 3-5 to meet the academic needs of the children. The outdoor learning center was used to support science instruction. Title I funds were used to purchase many math manipulatives to engage students in the learning of math. Professional development helped teachers to teach writing to their students. \$1000 worth of books was added to our library this year. The Fine Arts Program featured activities that included swimming lessons for all students, the climbing wall, instrumentation, jazz instruction, graphic design, sculpture, karate, gymnastics, dance, vocal performance, and a study of the visual art masters. After-school clubs were added to provide children a variety of fine arts opportunities. The volunteer and business partner contributions were exceptional this year, bringing our volunteer hours to an all-time high. We now have 27 active business partners that promote student achievement, school-community relations, strengthen our school resources, and mentor children. Our PTO was very actively involved in our school this year. In order to support the new PE legislation, over \$24,000 of outdoor equipment was added. Our cafeteria program allowed the children to serve themselves family style. All students participated in a technology class throughout the year. Research projects and classroom instruction were supported through technology in the media center and computer lab using the Big Six method of research. Our mentoring program flourished, providing support to children in need of a caring adult. Additionally, many parents supported the teachers in their efforts to meet the needs of all students. Staff development activities include PACT score analysis, student engagement and Working on the Work, reading strategies, Montessori, Safe and Civil School, and Writer's Workshop.

Goals for 2005-06: The Children's School will continue to strive for improvement on PACT. We will strive to become an award winning school by applying for The Red Carpet School and The Healthy Schools Awards. We will seek to become an AMS and NAEYC accredited school. The media center will be a focus for the next three years to add to our collection for student research.

Dan Ballou, SIC Chair  
Kiersten Byrd, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	8	23	10
<b>Percent satisfied with learning environment</b>	87.5%	52.2%	90.0%
<b>Percent satisfied with social and physical environment</b>	87.5%	69.6%	90.0%
<b>Percent satisfied with school-home relations</b>	100.0%	73.9%	90.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.